



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12931849
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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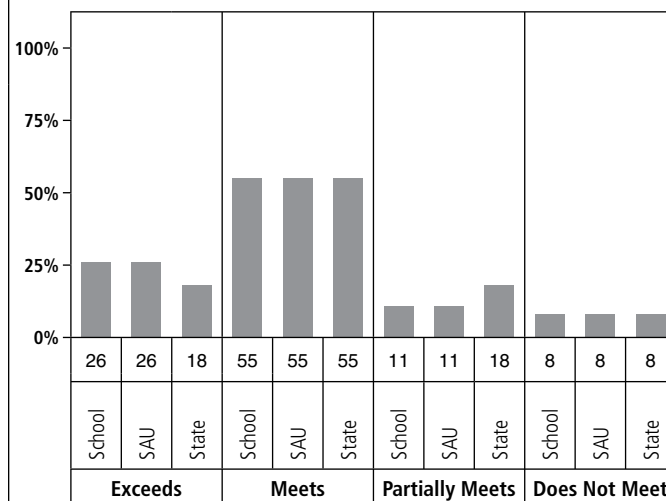
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

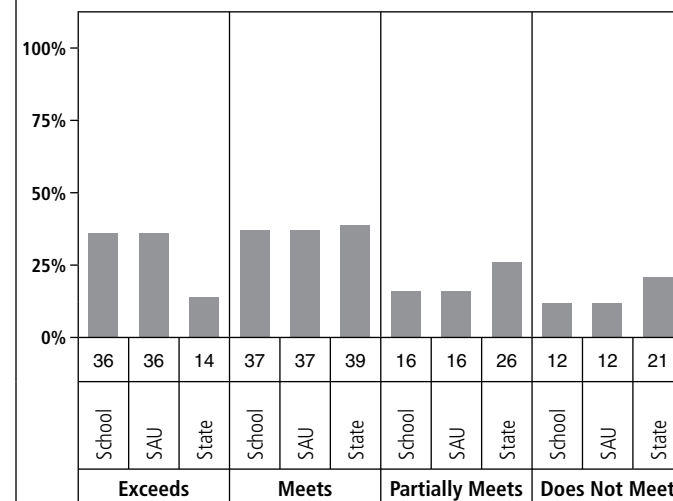
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	752	752	745
2006–2007	753	753	748
2007–2008	753	753	750
Cum. Avg. *	753	753	748
Mathematics			
2005–2006	751	751	740
2006–2007	750	750	742
2007–2008	751	751	743
Cum. Avg. *	751	751	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	107	100	108	100	14818	100	107	100	108	100	14698	99	107	100	108	100	14694	99												
Ethnicity African American/Black	3	3	3	3	381	3	3	100	3	100	372	98	3	100	3	100	375	99												
American Indian or Native Alaskan	1	1	1	1	113	1	1	100	1	100	112	99	1	100	1	100	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	3	3	3	3	178	1	3	100	3	100	176	99	3	100	3	100	177	100												
Caucasian/White	100	93	101	94	13927	94	100	100	101	100	13825	99	100	100	101	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	31	29	32	30	2556	17	31	100	32	100	2508	99	31	100	32	100	2497	98												
Current LEP	3	3	4	4	363	2	3	100	4	100	352	97	3	100	4	100	360	99												
Economically disadvantaged	22	21	23	21	5461	37	22	100	23	100	5408	99	22	100	23	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	76	71	76	70	12195	82	76	71	76	70	12215	82												
Identified disability (PET/IEP)	2	3	2	3	418	3	2	3	2	3	421	3												
LEP	1	1	1	1	183	2	1	1	1	1	183	1												
504 plan	2	3	2	3	181	1	2	3	2	3	182	1												
Participation with accommodations	27	25	27	25	2320	16	27	25	27	25	2303	16												
Identified disability (PET/IEP)	25	93	25	93	1912	82	25	93	25	93	1900	83												
LEP	2	7	2	7	159	7	2	7	2	7	173	8												
504 plan	1	4	1	4	56	2	1	4	1	4	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	4	4	5	5	178	1	4	4	5	5	176	1												
Identified disability (PET/IEP)	4	100	5	100	178	100	4	100	5	100	176	100												
LEP	0	0	1	20	5	3	0	0	1	20	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	26	22	26	21	1769	11
	2006-2007	28	24	28	23	2630	18
	2007-2008	27	26	27	26	2604	18
	Cum. Total*	81	24	81	24	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	64	53	65	54	7521	49
	2006-2007	66	55	66	55	7605	51
	2007-2008	57	55	57	55	8049	55
	Cum. Total*	187	55	188	55	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	23	19	23	19	3773	24
	2006-2007	23	19	23	19	3000	20
	2007-2008	11	11	11	11	2672	18
	Cum. Total*	57	17	57	17	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	7	6	7	6	2399	16
	2006-2007	2	2	3	3	1620	11
	2007-2008	8	8	8	8	1190	8
	Cum. Total*	17	5	18	5	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.9	67.7	37.9	67.7	35.3	63.0
Literary Text	28	50	18.5	66.1	18.5	66.1	17.3	61.8
Informational Text	28	50	19.4	69.3	19.4	69.3	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	103	27	26	57	55	11	11	8	8	753	103	26	55	11	8	753	14515	18	55	18	8	750
Ethnicity																						
African American/Black	3										3						365	10	49	19	22	742
American Indian or Native Alaskan	1										1						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	3										3						173	12	54	18	15	746
Caucasian/White	96	26	27	54	56	10	10	6	6	754	96	27	56	10	6	754	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	14	52	7	26	6	22	740	27	0	52	26	22	740	2330	2	30	36	32	735
No	76	27	36	43	57	4	5	2	3	758	76	36	57	5	3	758	12185	21	60	15	4	753
Current LEP																						
Yes	3										3						342	8	46	22	24	741
No	100	27	27	55	55	11	11	7	7	754	100	27	55	11	7	754	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	21	2	10	14	67	3	14	2	10	748	21	10	67	14	10	748	5299	9	51	26	14	745
No	82	25	30	43	52	8	10	6	7	755	82	30	52	10	7	755	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	103	27	26	57	55	11	11	8	8	753	103	26	55	11	8	753	14514	18	55	18	8	750
Gender																						
Female	46	15	33	26	57	4	9	1	2	758	46	33	57	9	2	758	7084	24	55	15	6	752
Male	57	12	21	31	54	7	12	7	12	750	57	21	54	12	12	750	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	1	10	6	60	1	10	2	20	748	10	10	60	10	20	748	946	6	47	34	12	743
No	93	26	28	51	55	10	11	6	6	754	93	28	55	11	6	754	13569	19	56	17	8	750
Gifted/talented program																						
Yes	10	8	80	2	20	0	0	0	0	769	10	80	20	0	0	769	574	61	38	1	0	765
No	93	19	20	55	59	11	12	8	9	752	93	20	59	12	9	752	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	50	1	50	732	2	0	0	50	50	732	6	9	42	24	25	741
B. less than one hour	39	10	25	19	48	5	13	6	15	751	39	25	48	13	15	751	50	17	56	19	8	750
C. one to two hours	50	15	29	33	63	4	8	0	0	757	50	29	63	8	0	757	40	20	58	16	6	752
D. more than two hours	9	2	22	5	56	1	11	1	11	749	9	22	56	11	11	749	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	54	17	30	32	57	6	11	1	2	757	54	30	57	11	2	757	36	24	58	14	5	753
B. They match some of what I have learned.	40	10	24	23	56	4	10	4	10	752	40	24	56	10	10	752	50	16	58	19	8	749
C. They match just a little of what I have learned.	4	0	0	1	25	1	25	2	50	729	4	0	25	25	50	729	11	13	45	26	16	745
D. There is no match.	2	0	0	1	50	0	0	1	50	736	2	0	50	0	50	736	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	9	38	12	50	2	8	1	4	759	23	38	50	8	4	759	28	35	52	9	5	756
B. good	61	18	29	34	54	6	10	5	8	753	61	29	54	10	8	753	52	15	60	18	7	750
C. fair	15	0	0	11	73	3	20	1	7	746	15	0	73	20	7	746	18	3	49	33	15	742
D. poor	1	0	0	0	0	0	0	1	100	728	1	0	0	0	100	728	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	21	3	14	10	48	4	19	4	19	747	21	14	48	19	19	747	16	13	48	23	16	745
B. about the same as my regular schoolwork	65	18	27	41	62	5	8	2	3	755	65	27	62	8	3	755	65	18	57	18	7	750
C. easier than my regular schoolwork	15	6	40	6	40	2	13	1	7	757	15	40	40	13	7	757	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	1	14	2	29	1	14	3	43	738	7	14	29	14	43	738	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	64	13	20	41	63	7	11	4	6	753	64	20	63	11	6	753	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	29	13	43	13	43	3	10	1	3	759	29	43	43	10	3	759	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	15	27	26	47	8	15	6	11	753	53	27	47	15	11	753	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	46	12	26	30	64	3	6	2	4	754	46	26	64	6	4	754	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	756	1	0	100	0	0	756	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	17	5	29	9	53	2	12	1	6	756	17	29	53	12	6	756	17	25	57	13	6	753
B. 20 minutes to an hour	38	11	28	22	56	3	8	3	8	755	38	28	56	8	8	755	45	22	56	16	6	752
C. less than 20 minutes	16	2	13	10	63	3	19	1	6	750	16	13	63	19	6	750	13	14	56	21	9	748
D. I rarely read at home.	29	9	30	15	50	3	10	3	10	753	29	30	50	10	10	753	24	8	53	26	13	745
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	39	33	39	32	1646	11
	2006-2007	31	26	31	26	2142	14
	2007-2008	37	36	37	36	2028	14
	Cum. Total*	107	31	107	31	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	47	39	47	39	5497	36
	2006-2007	55	46	55	46	5642	38
	2007-2008	38	37	38	37	5703	39
	Cum. Total*	140	41	140	41	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	19	16	20	17	4514	29
	2006-2007	18	15	18	15	4077	27
	2007-2008	16	16	16	16	3733	26
	Cum. Total*	53	15	54	16	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	15	13	15	12	3797	25
	2006-2007	15	13	16	13	3001	20
	2007-2008	12	12	12	12	3054	21
	Cum. Total*	42	12	43	13	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.6	60.0	9.6	60.0	8.8	55.0
Cluster 2: Shape and Size	14	25	7.1	50.7	7.1	50.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	4.4	55.0	4.4	55.0	3.5	43.8
Cluster 4: Patterns	18	32	10.7	59.4	10.7	59.4	7.9	43.9

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	103	37	36	38	37	16	16	12	12	751	103	36	37	16	12	751	14518	14	39	26	21	743
Ethnicity																						
African American/Black	3										3						372	5	24	25	45	731
American Indian or Native Alaskan	1										1						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	3										3						175	9	32	30	29	737
Caucasian/White	96	36	38	36	38	15	16	9	9	752	96	38	38	16	9	752	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	27	1	4	8	30	6	22	12	44	731	27	4	30	22	44	731	2321	2	16	26	55	727
No	76	36	47	30	39	10	13	0	0	759	76	47	39	13	0	759	12197	16	44	26	15	746
Current LEP																						
Yes	3										3						356	7	23	24	45	731
No	100	37	37	38	38	14	14	11	11	752	100	37	38	14	11	752	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	21	4	19	8	38	6	29	3	14	744	21	19	38	29	14	744	5301	5	31	31	33	736
No	82	33	40	30	37	10	12	9	11	753	82	40	37	12	11	753	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	103	37	36	38	37	16	16	12	12	751	103	36	37	16	12	751	14517	14	39	26	21	743
Gender																						
Female	46	21	46	15	33	7	15	3	7	754	46	46	33	15	7	754	7086	14	40	26	20	743
Male	57	16	28	23	40	9	16	9	16	749	57	28	40	16	16	749	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	2	20	6	60	2	20	735	10	0	20	60	20	735	946	4	23	36	37	733
No	93	37	40	36	39	10	11	10	11	753	93	40	39	11	11	753	13572	15	40	25	20	743
Gifted/talented program																						
Yes	10	10	100	0	0	0	0	0	0	777	10	100	0	0	0	777	575	64	31	3	1	765
No	93	27	29	38	41	16	17	12	13	749	93	29	41	17	13	749	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	50	1	50	726	2	0	0	50	50	726	6	7	29	26	37	734
B. less than one hour	39	14	35	14	35	4	10	8	20	750	39	35	35	10	20	750	50	13	39	26	22	742
C. one to two hours	50	21	40	19	37	10	19	2	4	754	50	40	37	19	4	754	40	15	42	26	17	744
D. more than two hours	9	2	22	5	56	1	11	1	11	748	9	22	56	11	11	748	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	59	24	40	22	37	10	17	4	7	754	59	40	37	17	7	754	32	21	40	23	16	747
B. They match some of what I have learned.	35	10	28	16	44	6	17	4	11	749	35	28	44	17	11	749	50	12	42	27	19	743
C. They match just a little of what I have learned.	6	3	50	0	0	0	0	3	50	741	6	50	0	0	50	741	15	7	32	31	30	737
D. There is no match.	0										0						3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	25	58	12	28	3	7	3	7	760	42	58	28	7	7	760	25	34	42	13	11	753
B. good	40	11	27	17	41	8	20	5	12	748	40	27	41	20	12	748	47	10	45	27	18	743
C. fair	17	1	6	9	50	4	22	4	22	740	17	6	50	22	22	740	23	3	30	36	32	735
D. poor	1	0	0	0	0	1	100	0	0	730	1	0	0	100	0	730	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	4	21	8	42	2	11	5	26	745	19	21	42	11	26	745	36	6	38	29	27	738
B. about the same as my regular schoolwork	59	19	32	23	38	11	18	7	12	750	59	32	38	18	12	750	53	13	42	27	18	744
C. easier than my regular schoolwork	23	13	57	7	30	3	13	0	0	760	23	57	30	13	0	760	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	18	36	17	34	10	20	5	10	753	49	36	34	20	10	753	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	51	19	36	21	40	6	11	7	13	750	51	36	40	11	13	750	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	5	2	40	0	0	1	20	2	40	732	5	40	0	20	40	732	9	15	37	25	23	742
B. two or three days a week	32	9	27	15	45	4	12	5	15	749	32	27	45	12	15	749	20	13	41	26	20	743
C. two or three times each month	26	11	41	10	37	4	15	2	7	755	26	41	37	15	7	755	30	15	40	27	18	744
D. never or almost never	36	14	38	13	35	7	19	3	8	753	36	38	35	19	8	753	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	17	8	47	2	12	1	6	6	35	746	17	47	12	6	35	746	20	17	39	23	22	744
B. two or three days a week	53	22	40	21	38	8	15	4	7	753	53	40	38	15	7	753	29	16	40	25	19	744
C. two or three times a month	24	7	28	11	44	5	20	2	8	752	24	28	44	20	8	752	26	13	40	28	20	743
D. never or almost never	6	0	0	4	67	2	33	0	0	748	6	0	67	33	0	748	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	20	1	20	0	0	3	60	726	5	20	20	0	60	726	8	7	32	26	35	736
B. 30–45 minutes	15	4	27	6	40	3	20	2	13	747	15	27	40	20	13	747	41	12	38	27	23	741
C. 45–60 minutes	45	16	35	18	39	6	13	6	13	751	45	35	39	13	13	751	41	17	42	24	16	745
D. more than 60 minutes	36	16	43	13	35	7	19	1	3	756	36	43	35	19	3	756	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											